Year Nine 2010



SCIENCE

STRAND: Earth and Space

Assessment Information

**Universe Discovery**

This task has been developed to allow for self exploration around the cultural and factual beliefs of the universe, and where you stand within these theories.

There are three sections to this assignment, being:-

**Part A:**

**-Exploring a scientific theory on the creation of the universe.**

*Provide factual evidence detailing a theory of choice about the creation of the universe. Details including how, why, when and where the universe originated should be addressed, as well as where this theory assumes the universe is heading in the future.*

**Part B:**

**-Exploring a cultural theory on the creation of the universe.**

*Research and then convey a cultural belief about the creation of the universe. This can range from biblical stories, song and dance to myths and legends.*

**Part C:**

**-Exploring our solar system.**

*Provide factual evidence as to the construction of our solar system – including details of our sun, planets, moons, comets, asteroid belts, and anything else that will help explain our system.*

You are required to present this information in written form, with appropriate references to resources you have collated. Guidelines for referencing will be given in class.

A short statement at the end of each section detailing your personal beliefs and where you stand in relation to the information presented is required.

Word Count: 1200 - 1500 words (400 – 500 words per section)

Due Date:

**For assessment criteria, see attached rubric.**



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Assessment Criteria

**Name: Class:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Well Established** | **Good** | **Proficient** | **Needs Work** |
| **4** | **3** | **2** | **1** |
| **Techniques** | | | | |
| **Part A:**  **Scientific Information/ Research** | A theory of the universe is thoroughly researched and presented in student’s own words. A thorough understanding of key terms and processes are highly developed. | A theory of the universe is well researched and presented in student’s own words. An understanding of key terms and processes are developed. | A theory of the universe is researched and presented in student’s own words. An understanding of some key terms and processes is evident. | A theory of the universe is researched. Limited understanding of any key terms and processes is evident. |
| **Part B:**  **Scientific Information/ Research** | A cultural theory of the universe is thoroughly researched and presented in student’s own words. A thorough understanding of key terms and processes are highly developed. | A cultural theory of the universe is well researched and presented in student’s own words. An understanding of key terms and processes are developed. | A cultural theory of the universe is researched and presented in student’s own words. An understanding of some key terms and processes is evident. | A cultural theory of the universe is researched. Limited understanding of any key terms and processes is evident. |
| **Part C:**  **Scientific Information/ Research** | The solar system is thoroughly researched and presented in student’s own words. A thorough understanding of key terms and processes are highly developed. | The solar system is well researched and presented in student’s own words. An understanding of key terms and processes are developed. | The solar system is researched and presented in student’s own words. An understanding of some key terms and processes is evident. | The solar system is researched. Limited understanding of any key terms and processes is evident. |
| **Reflections** | Reflections show an understanding of key ideas of knowledge researched and justify student’s views and opinions very well. | Reflections show an understanding of some key ideas of knowledge researched and justify student’s views and opinions adequately. | Reflections show limited understanding of any key ideas of knowledge researched and struggle to justify student’s views and opinions adequately. | Reflections show no understanding of any key ideas of knowledge researched and struggle to justify student’s views and opinions. |
| **Mechanics** | | | | |
| **Writing Process/ References** | Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). References are documented in the appropriate fashion. | Student devotes time and effort to the writing process (prewriting, drafting, reviewing, and editing). References are documented. | Student devotes some time and effort to the writing process (prewriting, drafting, reviewing, and editing). Some references are documented. | Student devotes limited time and effort to the writing process (prewriting, drafting, reviewing, and editing). No references are documented. |
| **Spelling and Punctuation** | There are no spelling or punctuation errors in the final draft. | There are few spelling or punctuation errors in the final draft. | There are several spelling and punctuation errors in the final draft. | The final draft has many spelling and punctuation errors. |

Comments: